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ABSTRACT

This newsletter from the Community College Baccalaureate Association provides research and institutional updates on community college baccalaureate degrees. The first issue introduces the organization and provides a brief description of the highly specialized four-year degrees (applied, workforce degrees) that are designed to meet the needs of community college students and new labor markets. The second issue summarizes the decision by Ontario's Minister of Training, Colleges, and Universities to permit Ontario community colleges to offer applied degrees on a pilot basis. Dr. John Garman provides a thorough discussion of how the "New Degree" can meet the needs of the rapidly growing global economy by providing training in emerging computer and electronic technologies. Garman also offers responses to frequently asked questions about the community college baccalaureate (e.g., influence of baccalaureate on community college missions and financial aid). The third issue provides highlights from the first Community College Baccalaureate Association annual conference and offers two institutional case studies (Dixie State College of Utah and Great Basin College of Nevada) that provide insight into the implementation of community college baccalaureate programs. (RC)

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CCBA Beacon, 2000

John Garmon
Laurie McDowell
Editors

CCBA Beacon v1 n1-3 Spr-Fall 2000
Community College Baccalaureate Association

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CCBA Beacon

Shedding Light on the Issue of Community College Baccalaureate Degrees

VOL. 1 • No. 1 | Dr. John Garmon, Editor | Spring 2000

IN THIS ISSUE

- Membership Application
  Find it on Page 3
- Current List of Members
  Find it on Page 4
- History of Association
  Find it on Page 2

What is the CCBA Mission?

To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.

The Community College Baccalaureate Association: A New Organization for a New Century

Welcome to Our Inaugural Issue!

Greetings! Welcome to the first newsletter of the Community College Baccalaureate Association (CCBA). After several years of talking and writing about the community college baccalaureate, the time has arrived. With legislative approval of a bachelor's degree program at Westark Community College, Ft. Smith, Arkansas, the concept of an applied bachelor's degree offered by a community college became a fact rather than a dream. Westark received the "green light" for a bachelor's degree in manufacturing technology in 1998. Dr. Sid Conner, Associate Vice President for Curriculum Development and University Center Operations at Westark, led the move to create and implement this new degree. It is also a time-shortened degree (three years).

Kenneth P. Walker

Founding President of the Community College Baccalaureate Association (CCBA) is Dr. Kenneth P. Walker, President of Edison Community College, Fort Myers, Florida. CCBA Vice President is Dr. Steven Wallace, President of Florida Community College at Jacksonville. Dr. John Garmon, of Florida Community College at Jacksonville, is CCBA Secretary.

How Does the Association Work?

The Community College Baccalaureate Association (CCBA) will attempt to gather all published articles and legislation dealing with the community college baccalaureate degree. We will also solicit copies of unpublished materials related to this topic. We will host an annual conference to share information and develop ways to promote the community college baccalaureate degree to governors, state legislatures, national policy boards, and other appropriate persons and organizations. Community colleges and individuals are already joining the association! Benefits of membership include the association newsletter, legislative updates, conference discounts, and more.

The first international conference of the Community College Baccalaureate Association is being planned for fall 2000 in Florida. Watch for registration and location information.

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More Thoughts ....

The following are excerpts from an article titled "The Workforce Bachelor's Degree", written by Dr. Kenneth P. Walker and printed in the fall 1999 issue of The Presidency:

The national crisis in higher education calls for creative solutions. Traditional thinking, based on past experiences, and limited by turf protection and personal interests, does a disservice to the millions of students who will need a baccalaureate degree, but who cannot attend a university. Community colleges are capable of developing innovative ways of solving the crisis of rising demand, limited access, and increasing costs – and the community college baccalaureate degree is a logical solution.

We cannot escape the fact that the needs of a technology-based society will drive major changes in higher education. And we cannot simply revise our old strategies; rather, we must find completely new approaches. Competition from both the private for-profit and nonprofit sectors will force public institutions to rethink their missions and visions. State governments, spurred by American voters, will pressure public universities, regional colleges, and community colleges to find efficient, effective, and accountable ways to meet the ever-increasing demand for affordable access to baccalaureate degrees.

The issue of the community college baccalaureate degree is far from settled, but the debate has been brought to the forefront of discussions on the future of American higher education. Any study of the future of community colleges in the 21st Century also must address this issue. As the studies and debates continue, we should all keep the needs and interests of students uppermost in our minds.

How did we get here?

Thanks to the efforts of several community college leaders and legislators in Florida, there is now legislation that allows community colleges to offer baccalaureate degrees in Florida (with certain specific requirements that have to be met with the four-year colleges).

The idea of community colleges offering applied bachelor's degrees in specialized disciplines has been discussed over the past two or three decades. Recently, articles about the community college baccalaureate have appeared in the Community College Journal, Community College Week, and many other local and national periodicals. The interest is growing.

Why?

There is no need to develop new undergraduate four-year colleges - or to transform community colleges into senior colleges. The community college baccalaureate is a better way to serve students seeking highly-specialized four-year degrees (applied, workforce degrees that have the same high quality of general education requirements offered by senior colleges and universities).

According to Linda Thor, President Rio Salado College in Arizona, "We are talking about a practical, practitioner's degree." In addition, retention studies show that there is a large attrition rate during the first two years at four year colleges. Why not develop programs that serve high enrollments during the freshman and sophomore years at community colleges; then offer the final two years for specialized baccalaureate degree at the same institutions? This would save a tremendous amount of tax dollars, and it might help increase retention by giving the students an uninterrupted program of study.

As we enter the new Century, the community college baccalaureate will become a logical new step in higher education. Such a move would not have to change the community college mission and it would strengthen the associate degree as a realistic option and a first step on the baccalaureate ladder for students who have immediate employment education needs.

The community college baccalaureate will be available to students who demonstrate that they have the ability to complete a specified curriculum that has been planned and implemented to prepare the new "knowledge workers" of the 21st Century.

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Growing Membership

Membership in the Community College Baccalaureate Association is growing. The following memberships have been registered:

Institutional Memberships:

Dr. Robert L. Barber, President, Central Oregon Community College (OR)
Dr. John K Bolton, Jr., Vice President, Mohawk Valley Community College (NY)
Dr. Doreen Dailey, President, Yavapai College (AZ)
Dr. Gary DeBauche, Assoc. of Collegiate Business Schools and Programs (KS)
Dr. Robert Huddleston, President, Dixie College (UT)
Dr. Albert L. Lorenzo, President, Macomb Community College (MI)
Dr. Julia Schroeder, Dean, John A. Logan College (IL)
Dr. J.R Stubblefield, President, Westark College (AR)
Dr. Linda Thor, President, Rio Salado College (AZ)
Dr. Kenneth P Walker, President, Edison Community College (FL)
Dr. Steven R. Wallace, President, Florida Comm. College at Jacksonville (FL)

Individual Memberships:

Mr. Sidney O. Dewberry, Managing Partner, Dewberry & Davis (VA)
Dr. John E Garmon, Exec. Dean, Florida Comm. College at Jacksonville (FL)
Donald E. Puyear, Executive Director, State Board of Directors for Community Colleges (AZ)

Associate Memberships:

Dr. Thomas D. Brosh, Dean, Community College of Aurora (CO)
Dr. Richard C. Jolly, Vice President, Midland College (TX)
Ms. Judith McGillivray, Vice President, Kwantlen University College (Canada)
Dr. C. Neil Russell, Vice President, University College of the Cariboo (Canada)

CCBA Beacon

Shedding Light on the Issue of Community College Baccalaureate Degrees

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You may also download the membership application or apply online. Visit our website at **www.accbd.org**

The Community College Baccalaureate Association: A New Organization for a New Century

CCBA Beacon

Shedding Light on the Issue of Community College Baccalaureate Degrees

VOL. 1 • No. 2 | Laurie McDowell, Editor | Summer 2000

IN THIS ISSUE

- Membership Application
  Find it on Page 5
- The New Degree
  Find it on Page 2
- Questions & Answers
  Find it on Page 2

What is the CCBA Mission?

To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.

The Community College Baccalaureate Association: A New Organization for a New Century

Canada Leads The Way With Community College Baccalaureate Degrees

Ontario's Minister of Training, Colleges and Universities, announced on April 28 that Ontario community colleges would be permitted to offer applied degrees on a pilot basis. The provincial government invited Ontario's 25 publicly funded colleges to submit proposals for degree-granting programs. The Ontario government has stipulated that the programs cannot encroach on professions and fields of study traditionally taught in university. It is anticipated that the first of the colleges' new applied degree programs will be offered in the fall of 2001. Dianne Cunningham, Minister of Training, Colleges and Universities, has stated "The government is committed to ensuring that there will be a place at college or university for all willing and motivated Ontario students who wish to attend."

The provinces of Alberta and British Columbia have already adopted this approach as a way of increasing access to higher education for their citizens. As a result of planning initiated in 1994, the Alberta Department of Advanced Education and Career Development introduced an applied degree credential that combines formal instruction with accredited work experience. Applied Degree Programs provide enhanced career preparation that applies to a broader range of career and employment opportunities beyond entry-level in an industry. These programs are offered by some public colleges and technical institutes,

continued on Page 2

VISIT OUR WEBSITE

For articles, list of members and on-line application, be sure to check out our website at www.accbd.org.

You can e-mail Dr. Kenneth P. Walker, Founding President of the Community College Baccalaureate Association (CCBA) at kwalker@edison.edu

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QUESTIONS & ANSWERS ABOUT THE COMMUNITY COLLEGE BACCALAUREATE

by Dr. John Garmon

Question: How will a community college baccalaureate change the mission of the community college?

Answer: The community college mission has changed over the years to meet the needs of students throughout the nation, whether these were career education needs, developmental education support, university transfer, continuing (lifelong) education, professional development/certification, customized training for business/industry, community economic development, cultural enrichment, avocational offerings, and community services. Like four-year colleges and universities, community colleges have continued to change. One part of the community college mission has always been the traditional "junior college" mission of offering the first two years of a liberal arts bachelor's degree. That's still an important part of our mission that we don't want to lose; however, community colleges serve many more purposes than just providing half of a traditional four-year degree. Four-year colleges and universities have changed their missions in order to offer continuing education, associate's degree programs, and other non-traditional services that they once avoided. The community college baccalaureate represents a continuing emergence of the mission of community colleges -- dynamic American institutions.

Question: Will the community college baccalaureate mean that community colleges will become four-year institutions?

Answer: Absolutely not. The community college baccalaureate is intended to be a specialized, workforce degree, meant to serve a targeted audience with competency based delivery of instruction and clearly identified learning goals. It is quite possible that many community colleges will never need to develop baccalaureate programs. It is likely that those community colleges that plan and implement baccalaureate degree programs will do so only on a limited basis, perhaps only one or two programs to fit local workforce requirements. For

continued on Page 3

Canada Leads The Way . . .

and they are four-year programs consisting of six semesters (about three years) of academic studies and at least two semesters (about one year) of paid, related, supervised work experience in industry. In 1995, British Columbia passed legislation to enable five university colleges and two specialized institutes in that province to grant undergraduate degrees independently.

Traditionally in Canada, degree-granting authority was restricted to universities. Colleges, community colleges or institutes of technology were limited to career-oriented or technical training, as well as university transfer programs or general education leading to diplomas or certificates. In recent years, the lines of distinction between universities and colleges have become far less pronounced as provinces have endeavored to make optimum use of their educational resources. ■

The New Degree

by Dr. John Garmon

Community colleges are known for graduating outstanding students with associate's in arts and associate's in science degrees. And the associate's in applied science long has been known as the vocational-technical, career degree. But today there's a need for a new degree.

This degree is one that is needed by employers in a rapidly growing global economy. There is a genuine need for a bachelor's degree program which trains people for jobs in the fields of semiconductors, software development, biotechnical medical systems, simulation training, and laser electro-optics.

There is a shortage of technically trained people nationwide. With the growth of the new computer and electronic industries throughout the United states and the world, the need for those who are trained in these industries' specialties is an expanding reality. The new bachelor's degree for these "knowledge workers" (as Peter Drucker calls them) should signify that they are unique.

Bachelor's degrees in these emerging technologies are not being provided by four-year colleges and universities. This type of degree would be the best way to send a signal to the new industries of the new millennium that, yes, community colleges recognize the technology needs and that a new style of graduate is available - one who quickly can succeed in the workforce of this new century.

continued on Page 3

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The New Degree . . .

The curriculum for the bachelor's degree in any of the new technologies would be heavily loaded with high-tech courses that are uniquely developed for these emerging industries. For example, a recent Fortune Magazine article by Richard A. Shaffer, titled "The Next Big Switch Will Be Optical", says that "the demand for telecommunications capacity is growing so rapidly that only a new generation of equipment can meet it. Only optics fill that need."

The same can be said for software development, quickly changing semiconductor manufacturing and integrated systems for electronic accessibility and alternative applications. Properly planned, the new baccalaureate provided by technologically ready community colleges will answer the need for a system of data delivery from PCs to satellites. Four-year colleges and universities are not prepared to deliver such training, and it appears they are not moving forward to develop such programs.

In these high demand fields the community college baccalaureate could be a breakthrough. Its development would show high-tech employers that community colleges are serious about serving their needs. In fact, experts from these emerging industries would need to be involved in planning these specialized bachelor's degrees - as members of local advisory boards. Their special knowledge and skills are vital contributions needed to create the comprehensiveness and effectiveness of the community college baccalaureate in technology.

Such a new degree will enhance the image of community colleges as being highly current in educating today's sophisticated workforce. Typically, graduates of these bachelor's degree programs in the new technologies can expect to enter their jobs at a level of $40,000 per year, or much more, compared to four-year colleges and university graduates who can expect starting salaries in the high twenties or low thirties, for jobs such as teaching, accounting, and entry level management.

The competency based, applied, workforce baccalaureate will help community colleges to build brand identity, a common practice in marketing. Unlike the more impersonal experience offered by four-year colleges and universities, the community college baccalaureate can be flexible, each program designed to fit the employment goals of the prospective high-tech knowledge worker.

continued on Page 4

QUESTIONS & ANSWERS . . .

example, Westark College in Ft. Smith, Arkansas, has only one bachelor's degree program to meet the requirements of local industry's need for people trained in manufacturing technology. The college received specific approval from the state legislature for this degree program only. All of Westark's other community college courses and programs continue to operate as they always did. Westark is a community college with one, special baccalaureate program.

Question: Would the community college baccalaureate be a "second class" bachelor's degree?

Answer: Not at all. Community colleges are known for graduating excellent, effective citizens who are well paid, contributing taxpayers and solid citizens. More than one-fourth of today's community college students already have bachelor's or higher degrees; however, they have returned to the community college to get the excellent education they need for productive employment in some of America's best businesses and industries. Nurses trained at community colleges make up two-thirds of this nation's current population of nurses, working alongside bachelor's degree nurses, taking the same national nursing exam with equal or better results. Few question the excellence and effectiveness of community college graduates. A bachelor's degree from a community college will be specialized, planned to meet specific needs - not a "generalist" bachelor's degree which often does not prepare graduates for good jobs.

Question: Will the community college baccalaureate gain adequate financial support?

Answer: Why not? If it is shown to be excellent, and its effectiveness can be measured, it will be a popular and strongly supported degree in those areas where it is needed. Employers who have been disappointed by the lack of well educated specialists in newly emerging occupations will be grateful for the community colleges' efforts. They will be influential advocates with legislatures, private foundations, and other funding sources. In these times when the global economy is expanding and employers are competing for excellence in the universal marketplace, the community college baccalaureate will receive abundant financial backing.

continued on Page 4

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Questions & Answers . . .

Question: Hasn't this been tried before: And didn't it fail?

Answer: No. What happened before was that two-year colleges offered the same types of bachelor's degrees that four-year colleges granted; then, because they were not doing anything different, the two-year colleges evolved into four-year institutions; they deserted their comprehensive, career-specific, lifelong learning, applied technology, community service missions. They turned away from the original, central, community-specific orientation of their institutions. They began to serve students who wanted four-year, generalist degrees. Some of them changed from excellent community colleges to average or mediocre four-year colleges. They did not have specialized, applied, workforce degrees, offered only for identified, special populations.

As envisioned by the CCBA, the community college baccalaureate will strengthen the mission of community colleges without damaging the identity of America's colleges of democracy - the people's colleges. Four-year colleges and universities are already emulating many of the community college's programs and methods of operation. The inverted degree is a response to the strength of the first two years at community colleges. ■

The New Degree . . .

Terry O'Banion, former director of the League for Innovation in the Community College, recently wrote, "New tools have emerged in the last decade in the form of improved assessment practices, new research on learning and an expanding application of information technology. These new tools will help community college innovators to transform their colleges into more learning-centered institutions."

The development of a new degree, the community college baccalaureate in technology, can be a symbol of the rapidly expanding and innovative industries of the strongest economy in the world - and a signal that community colleges believe in a new degree of excellence. The community college baccalaureate is a new degree that is just in time for a new age of technology expansion and prosperity. ■

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CCBA CONTINUES TO GROW

With 27 members from the United States and Canada, the Community College Baccalaureate Association continues to grow. Community Colleges in Arkansas, Arizona, Colorado, Delaware, Florida, Illinois, Kansas, Michigan, Nevada, New York, Oregon, Texas, Utah, Virginia and Canada have already joined, and interest in membership is growing. The first Beacon (CCBA newsletter) went to all community colleges in the U.S. and Canada. This mailing generated new inquiries and the promise of new memberships. A list of members is available on the website at www.accbd.org.

CCBA Beacon

Shedding Light on the Issue of Community College Baccalaureate Degrees

Community College Baccalaureate Association
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CCBA Beacon

An International Organization for the Community College Baccalaureate Degree

VOL. 1 • No. 3 | Laurie McDowell, Editor | Fall 2000

IN THIS ISSUE

- **The Birth of Dixie State College of Utah**
  Find it on Page 2
- **The Great Basin College Experience**
  Find it on page 4
- **Membership Application and Conference Registration**
  Find it on page 6

What is the CCBA Mission?

To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.

Community College Baccalaureate Association First Annual Conference - Learning From the Past, Shaping the Future

The first annual conference of the CCBA will take place in Orlando, February 7 through February 9, 2001. The meeting will be held at the Renaissance Orlando Hotel at Orlando International Airport. The hotel is a short drive from Walt Disney World, Universal Studios and Sea World. The Kennedy Space Center is only 45 minutes away. The Renaissance is offering a special conference rate of $149 per night for guest rooms. Hotel amenities include health club facilities, a sauna, an exercise/weight room, computer and fax data ports, a swimming pool and whirlpool, two restaurants and a lounge. **Hotel reservations must be made by January 8, 2001 in order to receive the conference rate. Be sure to mention that you are with the CCBA group.** Participants will make their own hotel reservations by calling 1-800-468-3571.

As you will see from the agenda below, this conference will provide a great opportunity for participants to learn from their colleagues about all the issues of concern to any community college that aspires to offer bachelor's degrees. On the last day of the conference, members will work together to plan the future course of the CCBA. **Be sure to send in the registration form on the back of the newsletter to take advantage of the early registration rates.** Non-members can submit CCBA membership along with their registration form and receive the discounted member registration rate.

TENTATIVE CONFERENCE AGENDA TOPICS:

February 7, 5:00 p.m. - 6:30 p.m.

Networking Reception

This evening reception will provide the opportunity for members to become acquainted with one another and to learn from each other's experiences. (Cash bar and hors d'oeuvres provided.)

February 8, 9:00 a.m. - 5:00 p.m.

Welcome Address

Dr. Kenneth P. Walker, Founding President, CCBA

Dr. Walker will discuss current trends impacting postsecondary education, and how they became the impetus for the formation of the Community College Baccalaureate Association.

Accreditation Issues, Report from Accreditation Task Force on Baccalaureate Education in the Community College

Dr. Doreen Dailey, President, Yavapai College

Dr. Dailey will discuss accreditation requirements for adding baccalaureate programs from the perspective of the North Central Association, and will provide an update on the progress of the Accreditation Task Force on Baccalaureate Education in the Community College.

Continued on page 2

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CCBA First Annual Conference . . .

from page 1

Factors/Pressures Moving Community Colleges Toward Baccalaureate Degrees: A Canadian Perspective

Professor Michael L. Skolnik

Ontario Institute for Studies in Education of the University of Ontario.

Professor Skolnik will discuss the meaning and implications of the community college baccalaureate for degree-granting in general, the structure of postsecondary education, and the role and nature of the community college.

Political Issues Affecting Acceptance of Community College Baccalaureate Degrees

Dr. Linda Thor, President

Rio Salado College, Tempe, Arizona

Dr. Thor will discuss the influence of various political factors in obtaining approval and acceptance of bachelor's degrees offered by community colleges.

Dixie State College of Utah: A Community's Push for Baccalaureate Degrees

Dr. Robert Huddleston, President

Dixie State College of Utah

Dr. Huddleston will discuss how Dixie College overcame opposition to achieve legislative authority to offer bachelor's degrees, becoming Dixie State College of Utah. Other topics addressed include attitudes of faculty and staff, factors influencing the choice of degree programs and accreditation tasks.

Practical Issues in Implementation: Great Basin College

Danny A. Gonzalez, Director of Institutional Research & Assessment and Betty Elliott, Academic Vice President

Great Basin College, Elko, Nevada

Mr. Gonzalez and Ms. Elliott will describe some of the implementation processes of adding baccalaureate programs, to include resource requirements and sources of funding, the overall impact on the college's operating budget, the curriculum development process, recruitment and enrollment and graduate outcomes.

February 9, 9:00 a.m. - 1:30 p.m.

Identification of CCBA Goals and Strategies Work Groups

Members will brainstorm major goals for the CCBA, then break into groups to identify appropriate strategies.

Presentation, Acceptance and Prioritization of Strategies

Members will regroup and review results of group work in order to select and prioritize appropriate strategies, and secure member commitments.

Lunch and Closing Address

An International Perspective: Program Development and Specialized Accreditation

Dr. Gary DeBauche, CFA, Director, Associate Degree Commission for the Association of Collegiate and Business Schools and Programs.

Dr. DeBauche will share insights gleaned from his experience with accrediting business programs in the United States and in other countries, as well as his experience in program development with the Higher Colleges of Technology in the United Arab Emirates.

LETTER FROM THE EDITOR:

Some exciting strides have been made in the establishment of the CCBA as an educational organization fulfilling its mission of advancement of the community college baccalaureate degree as a means to meet student and workforce demands. On June 5, 2000, the CCBA was officially chartered in the state of Florida. An application for tax exempt status was submitted to the Internal Revenue Service, and bylaws have been drafted and approved by the CCBA Board of Directors.

With 50 members from 18 states and 5 Canadian provinces, the Community College Baccalaureate Association continues to grow. Community Colleges in Alabama, Arkansas, Arizona, California, Colorado, Delaware, Florida, Illinois, Kansas, Michigan, Nevada, New York, Oregon, Pennsylvania, Texas, Utah, Virginia, Washington, West Virginia, and the provinces of Alberta, British Columbia, Newfoundland, Ontario and Quebec have already joined. A list of members is available on the website at www.accbd.org.

Plans are in the works for the first CCBA conference, to be held in Orlando February 7 - 9, 2001. The agenda will include speakers who have had experience adding bachelor's degrees to their offerings. The last day of the conference will give members an opportunity to identify priorities and strategies for the organization. This promises to be an exciting event full of shared insight and opportunities to shape our future course. Please be sure to mark your calendars. Details will be forthcoming.

One of the best ways to learn about the unknown is from the experiences of those who have been there. In this issue, there are articles from the perspectives of two different institutions who have been there. I would like the CCBA Beacon to be a forum for more of this type of sharing, and encourage members to submit information to me by e-mail at lmcdowel@edison.edu, by fax to (941) 489-9250 or by mail to Edison Community College, P.O. Box 60201, Fort Myers, FL 33906. ■

THE BIRTH OF DIXIE STATE COLLEGE OF UTAH

by Dr. Robert Huddleston

One question commonly asked to all community college employees is, when will you convert to a four-year institution. Most of us take a deep breath and make a valiant attempt to extol the virtues of the comprehensive community college. After we finish our speech, the petitioner looks at us with a glassy stare, thanks us for the explanation and changes the subject.

continued on page 3

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THE BIRTH OF DIXIE STATE COLLEGE OF UTAH

from page 2

Several years ago, a colleague of mine nominated me for a presidency of Dixie College in Southwestern Utah. After some conversations with this gentleman, I decided to apply. Much to my amazement, I was offered the job.

At the outset, members of the Utah Board of Regents made it clear to me that they wanted Dixie College to remain a two-year college. They informed me that the community would pressure me to push for a conversion, but that it was my responsibility to avoid that at all cost. In fact, there was a state liberal arts college one hour north of St. George, and our graduates should go there for their last two years. The town with the university had been the largest city in Southern Utah. Now St. George was 2.5 times larger. People in St. George were frustrated in sending their children up the freeway, many times in inclement weather, to a university they believed should be in their town.

I believed the answer to this problem was the development of a university center on our campus with the sister university providing the programs. After not making progress on this front, I submitted a resolution to the Board of Regents. Once Dixie College reached 6,000 students and the county had a population of 100,000, a feasibility study would be conducted to determine if we were ready to become a four-year institution. The Regents did not support my recommendation.

Community leaders established a four-year committee to determine how they were to convince the Regents and Legislature to support a four-year college in St. George. Ten of the most influential people in the community signed on. They organized themselves and developed a plan to demonstrate the support and need for this conversion. They acquired support from every local legislator, community based organization, city council, county commission, major employer and every other person of influence in the state. Alumni, National Advisory Committee Members, Foundation Members and Board of Trustee Members (local board) contacted people of influence. The student body officers were influential working with the students to convince their parents to be involved. The four-year committee made a decision early on to not involve the College President (me). The Chairman of the Board of Regents told the president to lay low. Studies were done by two noteworthy consulting firms - NORED and Education Alliance. Both organizations came out with the same results - Dixie College should become a four-year college.

A bill was introduced by a local legislator. After some political maneuvering between the Legislature and the Regents, a compromise bill was passed. Dixie College became Dixie State College of Utah and its mission changed. The new mission allowed Dixie to have a two-tier emphasis. The first was to continue on as a community college and the second was the authority to offer a limited number of quality baccalaureate programs. The first two programs were Business Administration and Computer & Information Technology.

The next step was working with the Northwest Association of Schools and Colleges. They required us to submit a prospectus because the College was making a substantive change in our mission. This was completed and approved. During this time, the community was helping us raise $3,500,000 to support the effort. These resources were used for scholarships, educational studies, stationery, sign changes and faculty endowed chairs.

We are not a community college offering B.S. Degrees. Dixie State College of Utah is an accredited four-year institution. This year we have hired 14 new faculty members, most of them have a terminal degree. Our major emphasis is in two-year programs. We do want our four-year graduates to be able to attend graduate school and compete with other four-year granting institutions. Regardless of how "applied" our programs are, we recognize that we must be competitive. Entrance into our B.S. degree is by selective admission.

It has been an interesting sojourn in Southwestern Utah. The excursion has just begun with challenges at every step.

Dr. Huddleston, President of Dixie State College of Utah, will be a presenter at the CCBA Conference in Orlando, February 7-9, 2001. Dr. Huddleston may be contacted at 435-652-7502 or by e-mail at huddlest@dixie.edu. ■

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THE GREAT BASIN COLLEGE EXPERIENCE

by Danny A. Gonzales

Victor Hugo, author of *Les Miserables*, said: "Greater than the tread of mighty armies, is an idea whose time has come." This quote appropriately describes the appeal of the community college baccalaureate to community college faculty and administrators, employers, and students.

At Great Basin College, a spectrum of factors guided the development of the first community college baccalaureate degree in Nevada, which was subsequently approved by the University and Community College System of Nevada (UCCSN). After being appointed President of Great Basin College in 1989, Dr. Ron Remington noted two influences that focused the initial consideration of the benefits, drawbacks, and challenges of offering select baccalaureate degree programs. First, the community of Elko was much too heavily dependent on mining - a boom or bust scenario was always looming. It was obvious that the College needed to grow to help support and diversify the local economy. Second, the College needed to establish a unique identity for itself in the UCCSN. Other concerns materialized during the next ten years such as the following:

- Transferability and articulation between the community colleges and universities has been a problem in Nevada.
- The closest baccalaureate degree-granting institution to Elko was over 240 miles away in an adjoining state.
- Nevada has the lowest high school to college continuation rate in the country.
- Approximately 20% of Nevadans have a bachelor's degree or higher. Local employers describe the difficulty in recruiting and keeping a skilled workforce.
- Closing the "digital divide" is a priority, for it provides rural students wishing to remain in their community the opportunity to pursue a baccalaureate degree.
- Partnerships with other institutions of higher education were moderately successful at best.
- The community wanted a four-year school.

The environment was favorable for development of baccalaureate degree programs at Great Basin College, and the concept was supported by the Nevada State Legislature and the UCCSN Board of Regents. Once the College received approval, work began in researching and developing a B.A. in Elementary Education. From studies conducted by UCCSN, it was known that statewide, Nevada suffered from a severe teacher shortage. We also knew from our research that more than 90% of the elementary education teachers in the GBC service area were educated outside of Nevada.

The elementary education program began in fall, 1999. Currently, there are 80 full- and part-time students enrolled in the program. It is expected that 25 students will complete their student teaching this academic year, becoming the first cohort of students to graduate from GBC with a B.A. in Elementary Education in May 2001.

The most recently approved baccalaureate degree, the Bachelor of Applied Science, will serve as the umbrella degree for technical areas of study. The faculty and staff at GBC are currently in the process of developing two additional baccalaureate degree programs. The first degree is a Bachelor of Arts in Professional Studies. The second degree is a Bachelor of Science in Nursing.

In preparation for offering baccalaureate degrees, GBC faculty revamped general education requirements over the past two years. All new programs are developed through academic research by the faculty to ensure

continued on page 5

The Great Basin College Experience . . .

from page 4

the academic integrity and comprehensiveness of baccalaureate degree programs. Each of the baccalaureate degree programs will serve as umbrella degrees in response to the needs of the community, including place bound students, and workforce needs in education, mining, and health.

The rationale for community colleges to develop and implement baccalaureate degree programs are well documented. It is now time for community colleges to create a collegial model to assist in the development of bachelor's degree programs. Community colleges that have been successful need to document their processes and offer technical assistance to community colleges just beginning the process. Technical assistance and best practices should focus on areas of leadership, instructional issues, student services, student financial aid, transfer and articulation, residence halls, funding, marketing, institutional effectiveness, and recruitment of faculty, staff, and students.

It is not possible to describe in this newsletter all of the issues related to the implementation and administration of community college baccalaureate degree programs. However, the issues mentioned should be discussed in both breadth and depth by the internal campus constituencies and external constituencies to assess the community needs and implications.

It is possible that the community college may experience a sense of "separation anxiety" from the original community college mission as it proceeds down the challenging path of developing baccalaureate degree programs. There is no reason why the community college cannot incorporate the offering of select baccalaureate degree programs into its mission, providing both quality associate and bachelor degree programs. The community college mission is re-engineered, complementing the offering of associate degrees.

It is important to convey that a well thought-out plan along with reasonable resources and controlled growth and development is essential to effective program development. The community college baccalaureate is not for everyone, but it is an equally valid and high quality degree responsive to community academic and professional needs.

Mr. Gonzales will be a presenter at the CCBA conference in Orlando, February 7-9, 2001. Additional information can be obtained by contacting:

Danny A. Gonzales, Director of Institutional Research and Assessment, (775) 753-2114 or by e-mail at dannyg@gbcnv.edu.

Betty Elliott, Vice President for Academic Affairs, (775) 753-2266 or by e-mail at belliott@gbcnv.edu.

Nancy Remington, Elementary Education Lead Faculty & English Professor, (775) 753-2226 or by e-mail at nancy@gbcnv.edu.

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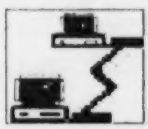

For articles, list of members and on-line application, be sure to check out our website at www.accbd.org.

You can e-mail Dr. Kenneth P. Walker, Founding President of the Community College Baccalaureate Association (CCBA) at kwalker@edison.edu

CCBA First Annual Conference - Learning From the Past, Shaping the Future

Registrant's Name: _____
First Middle Initial Last

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Institution/Association/Organization: _____

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Registration Fees - Please mark appropriate boxes

Includes reception on the 7th and lunch on the 8th & 9th

Early Bird Rate:
(postmarked on or before December 15)

☐ Members - $195 per person

☐ Non-members- $235 per person

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(After December 15)

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☐ Non-members - $275 per person

CCBA Annual Membership submitted with registration:

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Individual membership - $100

Full Name: _____

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Payment must be by check in U.S. dollars. Please make checks payable to:

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CCBA-6 of 6

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